DOCUMENT RESUME

ED 254 074 FL 014 859

AUTHOR Stennett, R. G.; Earl, L. M.
TITLE Elementary French Core Program Evaluation: Final Report. Research Report 84-02.
INSTITUTION London Board of Education (Ontario). Educational Research Services.
PUB DATE 84
NOTE 40p.; For related documents, see FL 014 860-861.
PUB TYPE Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Cultural Awareness; Foreign Countries; *French; Grade 6; Grade 7; Grade 8; Intermediate Grades; *Introductory Courses; Junior High Schools; Language Attitudes; Language Skills; Language Tests; *Program Effectiveness; Program Evaluation; Scheduling; *Second Language Instruction; *Time Factors (Learning)
IDENTIFIERS Ontario (London)

ABSTRACT

A study assessing the instructional effects of increasing core French instruction in grade 8 from 20 to 40 minutes daily looks at students' acquisition of language skills, attitudes, and cultural awareness. A random sample of two groups of 150 students was chosen and the groups were administered different tests. Subjects were chosen randomly from the same schools for four successive grade 8 cohorts, each year's group (from 1977-78 to 1982-83) having had increasing class time devoted to French instruction in grade 6 through grade 8. Data used included French language achievement and attitude tests and results of the grade 7 system-wide Canadian Test of Basic Skills. Only data on students exposed to the core French program were used for statistical tests. Results indicate that increasing the amount of instructional time produced significant improvements in most aspects of students' achievement in French. Students also generally showed increasingly positive attitudes toward French Canadians and learning French and have less anxiety about active participation in their French classes. Their knowledge of the French culture had not changed significantly. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED254074

BEST COPY AVAILABLE

ELEMENTARY FRENCH CORE PROGRAM EVALUATION: FINAL REPORT

R. G. Stennett, Ph.D. & L. M. Earl

Research Report 84-02

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R.G. Stennett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✗ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

EDUCATIONAL
RESEARCH SERVICES

R & D * program evaluation * literature reviews
in-service * consultation * statistics * curriculum development

FL014859

The Board of Education
for the
City of London

ELEMENTARY FRENCH CORE PROGRAM EVALUATION: FINAL REPORT

R. G. Stennett, Ph.D. & L. M. Earl
Educational Research Services
London Board of Education

Major changes in the elementary French program (Jutras & Gillin, 1976), involving both increased instructional time and shifts in emphasis, are being introduced over the 1978 to 1988 decade. An evaluation plan designed to assess the impact of these changes, has to date involved three studies, viz., an assessment of the effect of additional instructional time in French on grade 8 students' achievement in English and Mathematics (Stennett & Isaacs, 1979); an assessment of the effects of increasing the amount of instructional time devoted to French in grade 8 from 20 to 40 minutes daily on students' acquisition of French language skills, attitudes and cultural awareness (Stennett & Isaacs, 1979); and an assessment of the effect of successive increases in the total instructional time in grades 7 and 8 from 120 to 180 to 240 hours (Stennett and Earl, 1982). The current study was designed to assess the effects of the completely implemented program, i.e., 40 minutes daily in grades 6, 7 and 8 or 360 hours.

METHOD

Sampling and Testing Procedures

In order to limit both the number of students required for the evaluation and also the amount of time any one student would be required to spend completing tests, three successive random sampling strategies were used. First, using a computer-based procedure, all elementary schools (major units) were randomly assigned to one of five groups. One of these groups of schools was then selected for study. Second, within this group of schools, grade 8 classes were randomly selected to produce a sample of approximately 400 students. Finally, two subsamples of approximately 150 students each were randomly selected from the 400 to receive different, individually administered tests.

In keeping with the requirements of a successive-cohort design, the grade 8 classes selected for study during 1977-78, 1978-79, 1980-81 and 1982-83 were drawn from the same group of schools. Class and student selection were, of course, done randomly within each academic-year cohort.

All French language achievement and attitude tests, whether individual or group, were administered by specially-trained teachers. Results of the grade 7 system-wide administration of the Canadian Test of Basic Skills (CTBS) and Dominion Test of Learning Capacity (DTLC) were obtained from the files maintained by the Measurement and Evaluation Service.

Although data were collected on all students sampled, only the data for students who had been exposed to the 'standard' French program were used for making statistical tests. That is, for the 1977-78 grade 8 cohort, only students who had 20 minutes/day of French instruction in both grades 7 and 8 were included; for the 1978-79 cohort, only students who had 20 minutes/day in grade 7 and 40 minutes/day in grade 8 were included; for the 1980-81 cohort, only those students who had 40 minutes/day of French instruction in both grades 7 and 8 were used and, for the 1982-83 cohort, only those students who had 40 minutes/day of French instruction in grade 6, 7 and 8 were used.[1]

Table 1 gives the number of students in each cohort who received each of the various tests used in this study. Relatively smaller numbers of students were given the Speaking and Aural-Oral tests because these tests are administered individually and 'scored' from tape-recordings and are, therefore, very expensive.

Data Analyses

Data analyses for this study are complicated by two facts: (1) different groups of students were administered different combinations of

---

[1]For ease of communication the 1977-78, 1978-79, 1980-81 and 1982-83 groups may be referred to as the 20-20, 20-40, and 40-40, and 40-40-40 groups respectively.

tests, and (2) despite random sampling procedures, some pre-instructional differences among the cohorts of students (which could confuse interpretation of the findings) did appear. For these reasons the results will be presented separately for each set of tests taken by a common group of students. In addition, the comparability of groups of students who received the same set of tests will be assessed separately and suitable statistical corrections for pre-instructional differences made as indicated.

RESULTS

Reading

The data contained in Table 2 provide a comparison of the 1977-78, 1978-79 and 1980-81 grade 8 students with respect to some key dimensions which might be expected to produce differences in their reading test performance.[2] Data are included only for those students who had the 'standard' program in grades 7 and 8. Since the three groups of students do vary significantly in terms of both academic aptitude and achievement and since these differences could in themselves produce apparent improvements in reading test performance, an analysis of covariance test was used with students' total average score on the CTBS and their DTLC IQ score as covariates. The results of this test indicate whether the improvement in reading test scores is still significant after adjustments have been made for the differences among the three groups of students in academic ability and achievement.

Table 3 gives percentage frequency distributions of students' IEA Population I French Reading Test scores. It is quite evident from these data that the performance of the students improves dramatically with increased instruction. It is also apparent that the distributions of scores become increasingly skewed. (Note that the percentage of students receiving scores in the range 31-35 increases from 5.9 to 18.2 to 43.2.) This means that the Population I test is not sufficiently difficult for

---

[2]Although data for the 1982-83 students are provided, they were not included in the statistical tests because these students took the more difficult IEA Population II Reading Test.

students who have had 40 minutes/day of French instruction in both grade 7 and grade 8. This test 'ceiling effect' means that the true skill development level of the 1980-81 students has probably been significantly underestimated and explains why the more difficult IEA Population II French Reading test was used with the 1981-82 grade 8 students.

An analysis of covariance test, based on the adjusted means given in Table 3, indicated that the differences in average reading test scores were statistically very significant, even after adjustments for differences among the student groups in academic aptitude and achievement. The difference in adjusted means (26.80 - 22.23 = 4.57) represents an overall improvement of about 21%. A commonly employed criterion is that an effect, to be educationally and practically significant, should involve a change of at least .25 of a standard deviation. The difference in adjusted means noted above represents a change of .83 of a standard deviation.

The average score for students who took the more difficult IEA Population II Reading test was 11.15. This is somewhat lower than those reported for American (14.2) or English (15.3) students (Carroll, 1975). The Population II test assumes that the students are 14 years old and have had two or three years of standard French secondary school courses. The fact that our students are more typically 13 years old at the time of testing may explain this difference.

Appendix A gives the percents of each group of students giving each response to each of the 35 items on the IEA French Reading tests. Figures for the correct response to each item are printed in italics. The interested reader may review these data to determine in more detail the nature or character of the improvement made by the students.

Listening

The data of Table 4 provide a comparison of the four groups of grade 8 students with respect to some key dimensions which might be expected to produce differences in their Listening test performance. Data are included for only those students who had the standard French program in

grades 6, 7 and 8. Analysis of variance tests indicated that there were no statistically significant differences among the four groups on any of the variables considered.

Table 5 gives percent frequency distributions of students' IEA Population I French Listening test scores. It is evident from these data that the performance of the students improves, in an irregular fashion, with increasing amounts of instruction. The percent of students receiving a score of 19 or greater changes from 25.5 to 44.9 to 39.3 to 46.9 for the 20-20, 20-40, 40-40 and 40-40-40 groups respectively.

The ANOVA test result indicates that the overall differences between the four groups are statistically very significant, the main source of the difference being between the 20-20 group and the other three. The overall difference in means (18.43 - 15.99 = 2.44) represents a change of about 15% or .53 of a standard deviation, an 'educationally significant' change.

Appendix B gives the percents of each group of students giving each response to each of the 35 items on the IEA Population I French Listening test. Figures for the correct response to each item are presented in italics.

Speaking

The statistics contained in Table 6 allow comparison of the four student groups who took the IEA Population I Speaking test with respect to sex, academic aptitude and academic achievement. It is apparent from these data that the four groups of students do not differ significantly from one another in these respects.

For Population I level students the IEA Speaking test consists of three subtests: *Pronunciation* - a measure of 'the ability to pronounce French with acceptable phonology'; *Structural Control* - the 'ability to select appropriate vocabulary and syntax to answer questions about simple but controlled situations', and *Fluency* - the 'quantity and quality of a

BEST COPY AVAILABLE

student's response in French when he was asked to speak somewhat more at length in describing sequences of events or pictured situations' (Carroll, 1975).

Students' responses to this test were tape-recorded and rated by three French teachers.[3] The three teachers were given sufficient practise, by jointly scoring and re-scoring the same student records, to ensure that their ratings were both consistent and comparable.

Pronunciation In this test the student simply repeats a short sentence he hears from a tape recorder. His tape-recorded responses are subsequently rated (correct or incorrect) in terms of the accuracy with which specific elements are reproduced. Appendix C gives the percent of students in each grade 8 group who reproduced each element correctly.

Percentage frequency distributions of students' scores on the Pronunciation Test are given in Table 7. Students' scores on this test improve only slightly with increases in instructional time. The overall increase in mean scores is 19.27 - 17.85 = 1.42. This represents a change of .38 of a standard deviation and, although statistically significant, is quite modest.

Structural Control In this test students were required to respond verbally with a single sentence in French to each of ten questions presented in French by means of a tape-recorder. In formulating each of their answers, students were able to rely on a picture which provided suitable content for each question. The first test question was "Qu'est-ce que c'est?" (Picture of a fish in a bowl.); the last test question was "Qu'est-ce qu'il y a sur la table?" (Picture of a chef cutting up vegetables.).

---

[3]Mrs. Roseanne McKay, Mrs. Lise Cerny and Mrs. Monica Lebron

BEST COPY AVAILABLE

Students' answers for each question were scored using the following scale:

0 - no response, 'yes' or 'no', inappropriate or unintelligible response;
1 - an accumulation of serious errors *or* one serious error accompanied by one or more minor errors;
2 - one serious error *or* an accumulation or minor errors;
3 - one or two minor errors, and
4 - completely correct.

Since there were 10 items, the maximum possible score is 40. The percents of students in each grade 8 group receiving each rating for their response to each of the ten questions are presented in Table 8.

The average scores for the 20-20, 20-40, 40-40 and 40-40-40 student groups are 3.30, 7.31, 6.55 and 7.92 respectively. An ANOVA test indicated that the differences among these means are statistically significant with the primary difference being between the 20-20 group and the other three. The difference between the 20-20 and 40-40-40 group means is 4.62, representing a 140% improvement and a change of .78 of a standard deviation. It should be noted, however, that the students' scores are still quite low in relation to the maximum possible score of 40.

Fluency The IEA Population I Fluency test requires the student to produce a series of sentences in response to one of two line-drawings. After looking at the picture of his choice for one minute, the student is told to start speaking and the first 30 seconds of his response are tape-recorded.

Scoring of a student's response involves counting the number of:

(a) intelligible clauses
(b) different grammatical structures
(c) clauses correct in structure
(d) clauses correct in morphology (inflection)
(e) clauses correct in vocabulary, and
(f) clauses correct in pronunciation.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Using these figures, three summary scores are calculated, as follows:

Fluency Quantity Score = 2b + 2c + d + 2e + 2f

Fluency Quality Score = [6c + 3d + 6e + 6f]/a

Total Fluency Score = Quantity Score + Quality Score

When variable 'a', the number of intelligible clauses, is zero all of these three summary scores, of course, become zero.

Table 9 gives the percents of students in each grade 8 cohort receiving scores of 0 to 9 on each of the six variables used to calculate the Fluency Quality, Quantity and Total Scores. Table 10 gives percentage frequency distributions of Fluency Quantity, Quality and Total Scores, separately for each grade 8 group.

ANOVA tests indicate that the means for the Fluency Quantity, Quality and Total Scores all differ significantly across the four student groups. All of the changes are in the expected direction and all are educationally significant, representing changes in standard deviation units of .58, .34 and .53 respectively. The 40-40-40 group shows no improvement over the 40-40 group.

Aural-Oral

These tests, developed as part of the Alberta Modern Language Study (Parker, 1976) and modified for use locally, are designed to approximate real life situations as closely as possible. The tests are given individually and all verbal interactions are tape-recorded for subsequent scoring.

The data of Table 11 permit comparisons of the 1977-78, 1978-79, 1980-81 and 1982-83 grade 8 students who took the Aural-Oral tests with respect to sex, academic aptitude and academic achievement. ANOVA tests indicate that the groups do not differ significantly on any of these variables.

BEST COPY AVAILABLE

Aural Comprehension Without Visual Cues In this test the student is asked nine questions in French and can give his responses in English. His response to each question is scored as either correct or incorrect.

Table 12 lists the questions asked and gives, separately for each student group, the percent of students answering each correctly. The average number of items correct for the 20-20, 20-40, 40-40 and 40-40-40 groups was 2.09, 2.92, 3.75 and 4.67 respectively. This represents about a 123% increase in mean score (1.07 of a standard deviation) and is statistically and educationally very significant.

Aural Comprehension With Visual Cues In this test the student is shown a picture and asked seven questions about it in French. He must respond in French. His answers are scored using the following scale:

0 - no response or incorrect
1 - correct but limited answer, and
2 - correct and phrased in sentence form.

Table 13 lists the seven questions and gives, for each, the percents of students' responses rated 0, 1 or 2, separately for each grade 8 cohort. The average scores for the 20-20, 20-40, 40-40 and 40-40-40 groups are 3.16, 3.99, 5.10, and 6.02 respectively. This represents about a 91% improvement in mean score (.94 of a standard deviation) which is both statistically and educationally very significant.

Task Completion In this test students were asked, imagining that the examiner did not speak English, either to ask a question or give information in French. Students' responses to each of the 11 items on this test were examined to yield two subscores - a Communication Score and a Structure Score.

Communication The Communication Score was simply the number of items the student completed satisfactorily enough to be understood...regardless of the adequacy of his French grammar, pronunciation, etc.

The total possible Communication Score was, therefore, 11.

Table 14 lists the 11 items on this test and gives the percent of students receiving credit for each, separately by grade 8 cohort. The mean scores for the 20-20, 20-40, 40-40 and 40-40-40 groups were 3.84, 5.27, 6.64 and 6.85 respectively. The differences between these means, representing a 78% improvement, are both statistically and educationally (.96 of a standard deviation) very significant.

Structure The Structure Score was calculated by simply counting, for each item, the number of relevant structures present in the student's response. The percents of students having various numbers of structures present in their responses to each item of the Task Completion Test are presented, separately by cohort, in Table 15. Since there were a total of 42 structures, the total possible score was 42. The average scores for the 20-20, 20-40, 40-40 and 40-40-40 groups were 16.04, 20.38, and 21.95 and 24.76 respectively. The overall increase in mean score of 8.72 represents about a 54% improvement and is both statistically and educationally very significant (.99 of a standard deviation).

Cultural Awareness and Attitudes

The data of Table 4 provide comparisons of the 20-20, 20-40, 40-40, and 40-40-40 grade 8 groups with respect to some key dimensions which might be expected to produce differences in their scores on the Cultural Awareness and Attitude Scales. Data are included for only those students who had the 'standard' French program. The groups do not differ significantly on any of the variables examined.

Cultural Awareness The responses of the four groups of students on the items making up the Survey of French Cultural Awareness are summarized in Table 16. Similar data for a sample of 250 Carleton students who had received a daily 20-minute period of French instruction from kindergarten to grade 8 are also provided for purposes of comparison.

Although there is a slight improvement in London students' scores on this test over the years, an ANOVA test indicated that the change (.09 of a standard deviation) was not statistically significant.

BEST COPY AVA

BEST COPY AVAILABLE

Attitudes The responses of the four groups of grade 8 students to the items comprising the three attitude scales are summarized in Appendices D, E and F. The mean attitude scale scores of the four London grade 8 groups, plus those of grade 7 students in a national sample described by Gardner, Smythe and Smythe (1974), are given in Table 17. ANOVA tests indicate that the differences in means are significant for all three scales. This means that, with increased instruction, students are tending to become more positive about French Canadians, about learning French and less anxious about participating actively in their French classes. All of these trends approach educational significance (.17, .26 and .36 of a standard deviation respectively).

SUMMARY

Table 18 gives an overall summary of the mean scores of the 1977-78, 1978-79, 1980-81 and 1982-83 grade 8 students on the various tests of French achievement, cultural awareness and attitude. In general it is quite clear that increasing the amount of instructional time has produced significant improvements in most aspects of students' achievement in French.

Students have generally also shown increasingly positive attitudes toward French Canadians and learning French and have less anxiety about participating actively in their French classes. Their knowledge of the French culture has not changed significantly.

REFERENCES

Carroll, J. B. The Teaching of French as a Foreign Language in Eight Countries. Stockholm: International Association for the Evaluation of Educational Achievement (IEA). Uppsala, Almquist & Wiksell Tryckeri AB, 1975.

Gardner, R. C., Smythe, C. L. & Smythe, P. C. The Language Research Group Cross-National Survey: Normative Data, 1973-74. University of Western Ontario, Research Bulletin No. 3, December, 1974.

Jutras, G. & Gillin, R. New Directions in French Instruction in the Schools of the Board of Education for the City of London. Board of Education, London, Ontario, 1976 (mimeo).

Parker, D. V. The Alberta Modern Language Study. University of Alberta, Faculty of Education, 1976 (mimeo).

Stennett, R. G. & Isaacs, Lorna. Elementary French Program Evaluation: Impact of Increased Time for French on Achievement in English and Mathematics. Board of Education, London, Ontario, 1979. Research Report 79-05.

Stennett, R. G. & Isaacs, Lorna. Elementary French Program Evaluation: The Effect of 40 vs. 20 Minutes Per Day in Grade 8. Board of Education, London, Ontario, 1979. Research Report 79-12.

Stennett, R. G. & Earl, L. M. Elementary French Program Evaluation: The Effect of Successive Increases in Instructional Time. Board of Education, London, Ontario, 1982. Research Report 82-01.

BEST COPY AVAILABLE

TABLE 1 Number of Students in Each Grade 8 Cohort Receiving Various Tests.

Test	Cohort			
	77-78	78-79	80-81	82-83
Canadian Test of Basic Skills	250	270	386	340
Dominion Test of Learning Capacity	217	254	365	334
Prior French Instruction Questionnaire	423	452	423	390
I.E.A. French Reading (Pop. I)	152	176	111	98*
I.E.A. French Listening (Pop. I)	271	276	310	292
I.E.A. French Speaking	106	122	105	103
Alberta Modern Language Study: French Aural-Oral Test	103	111	104	106
Survey of French Cultural Awareness	264	214	284	258
French Class Anxiety Scale	260	219	281	263
Attitude Toward French Canadians	260	219	281	263
Attitude Toward Learning French	260	219	281	263

*These students were given the Pop. II I.E.A. French Reading Test.

TABLE 2 Statistical Comparison of the 1977-78, 1978-79 and 1980-81 Samples of Grade 8 Students Who Had the 'Standard' French Program and Were Given the I.E.A. Population I Reading Test.

Variable		1977-78	1978-79	1980-81	ANOVA*	1982-83†
Number of Cases		152	176	111		98
Sex (%)	Male	50.0	47.2	45.0	n.s.	45.9
	Female	50.0	52.8	55.0		54.1
Grade 7 C.T.B.S. Mean S.S.	Usage	58.89	62.87	64.56	p<01	61.7
	Math	58.76	61.85	66.93**	p<01	62.0
	Total Average	59.26	62.15	64.95	p<01	60.7
D.T.L.C. Mean IQ		107.14	107.60	114.38	p<01	110.1
Second Language At Home?	% No	85.5	88.6	88.3	n.s.	86.7
	% Yes Not French	13.8	10.9	10.8		12.2
	% Yes, French	.7	.6	.9		.0

*Figures in this column give the results of Analysis of Variance (ANOVA) tests comparing the first *three* groups of students. N.S. means the difference is not statistically significant. P<01 means that the observed difference could appear by chance less than once in one hundred times, i.e., it is statistically very significant.

**Only 15 cases.

†Given Population II Reading Test and therefore not included in ANOVA tests.

TABLE 3 Percentage Frequency Distribution of I.E.A. Population I Reading Test Scores for Students in the Grade 8 Classes of 1977-78, 1978-79 and 1980-81 Who Had the 'Standard' French Program, and Population II Reading Test Scores for the 1982-83 Students.

Score Interval	1977-78			1978-79			1980-81			1982-83		
	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent
0 - 5	1	.7	99.9							1	1.0	100.0
6 - 10	2	1.3	99.2							43	43.9	99.0
11 - 15	25	16.4	97.9	6	3.4	99.5	4	3.6	99.9	45	45.9	55.1
16 - 20	44	28.9	81.5	25	14.2	96.1	9	8.1	96.3	8	8.2	9.2
21 - 25	43	28.3	52.6	48	27.3	81.9	22	19.8	88.2	1	1.0	1.0
26 - 30	28	18.4	24.3	64	36.4	54.6	28	25.2	68.4			
31 - 35	9	5.9	5.9	32	18.2	18.2	48	43.2	43.2			
Totals	152	99.9		176	99.5		111	99.9		98	100.0	
Mean		21.14			25.91			27.18			11.15	
S.D.		4.71			5.37			5.39			3.34	
Adjusted Means		22.23			26.06			26.80			n.a.	

TABLE 4 Statistical Comparison of the 1977-78, 1978-79, 1980-81 and 1982-83 Samples of Grade 8 Students Who Had the 'Standard' French Program and Were Given the I.E.A. Population I Listening Test.*

Variable		Cohort 1977-78 Grade 8		Cohort 1978-79 Grade 8		Cohort 1980-81 Grade 8		Cohort 1982-83 Grade 8		ANOVA
		N	%	N	%	N	%	N	%	
Sex	Male	134	49.3	139	50.2	146	46.8	143	48.6	n.s.
	Female	138	50.7	137	49.5	166	53.2	151	51.4	
C.T.B.S. Mean Standard Scores	- Usage	61.5		62.2		61.5		61.5		n.s.
	- Math	60.5		61.7		61.2**		60.8		n.s.
	- Total	61.4		61.6		61.4		60.3		n.s.
Mean DTLC IQ		110.1		108.0		108.7		110.2		n.s.
Second Language at Home:										
- No		231	85.2	231	83.4	272	87.2	238	81.8	
- Yes, Not French		40	14.8	43	15.5	37	11.9	50	17.2	n.s.
- Yes, French		0	0.0	3	1.1	3	1.0	3	1.0	

*These students were also given tests of cultural awareness and attitudes.

**Only 82 cases.

TABLE 5 Percentage Frequency Distribution of I.E.A. Population I French Listening Test Scores for Students in the Grade 8 Classes of 1977-78, 1978-79, 1980-81 and 1982-83 Who Had the 'Standard' French Program.

Score Interval	1977-78			1978-79			1980-81			1982-83		
	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent
0 - 6	4	1.5	100.0	0	0.0	99.9	1	0.3	100.0	0	0.0	100.0
7 - 12	48	17.7	98.5	29	10.5	99.9	51	16.5	99.7	26	8.9	100.0
13 - 18	150	55.3	80.8	123	44.5	89.4	136	43.9	83.2	129	44.2	91.1
19 - 24	65	24.0	25.5	101	36.6	44.9	97	31.3	39.3	108	37.0	46.9
25 - 30	4	1.5	1.5	21	7.6	8.3	23	7.4	8.0	28	9.6	9.9
31 - 35	0	0.0	0.0	2	0.7	0.7	2	0.6	0.6	1	0.3	.3
Totals	271	100.0		276	99.9		310	100.0		292	100.0	
Mean		15.99			18.05			17.26			18.43	
S.D.		3.90			4.62			4.82			4.66	

TABLE 6 Sex, Academic Achievement and Academic Aptitude of the 1977-78, 1978-79, 1980-81 and 1982-83 Grade 8 Students Who Had the 'Standard' French Program and Took the I.E.A. Population I Speaking Test.

Variable		1977-78	1978-79	1980-81	1982-83	ANOVA
Number of Students		107	122	105	113	-
Sex (%)	- Male	49	52	48	50	n.s.
	- Female	51	48	52	50	
Grade 7 CTBS Mean Standard Scores	- Usage	60.8	61.9	61.03	61.3	n.s.
	- Math	59.9	62.7	59.1*	61.1	n.s.
	- Total Average	60.9	61.9	60.0	60.5	n.s.
DTLC Mean IQ		109.5	107.7	106.8	109.5	n.s.

*Only 27 cases.

TABLE 7 Percentage Frequency Distribution of Pronunciation Test Scores for the Grade 8 Students of 1977-78, 1978-79, 1980-81 and 1982-83 Who Had the 'Standard' French Program.

Score Interval	1977-78			1978-79			1980-81			1982-83		
	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent	Number of Cases	Percent	Cumulative Percent
0 - 9	2	1.9	99.9	5	4.1	100.0	3	2.8	100.0			
10 - 12	4	3.8	98.0	10	8.2	95.9	2	1.9	97.2	2	1.8	100.0
13 - 15	19	17.9	94.2	29	23.8	87.7	23	21.7	95.3	16	14.5	98.2
16 - 18	33	31.1	76.3	33	27.0	63.9	39	36.8	73.6	23	20.9	83.7
19 - 21	31	29.2	45.2	35	28.7	36.9	21	19.8	36.8	38	34.6	62.8
22 - 24	17	16.0	16.0	8	6.6	8.2	12	11.3	17.0	24	21.8	28.2
>24	0	0.0	0.0	2	1.6	1.6	6	5.7	5.7	7	6.4	6.4
Totals	106	99.9		122	100.0		106	100.0		110	100.0	
Means	17.85			16.72			17.57			19.27		

TABLE 8 Percents of Students in the Grade 8 Cohorts of 1977-78, 1978-79, 1980-81 and 1982-83 Receiving Each Possible Rating for Their Response to Each of the Ten Items Making up the I.E.A. Structural Control Test.

Rating*	Cohort	Items									
		3	4	5	6	7	8	9	10	11	12
0	77-78	85	88	81	94	86	57	95	82	90	90
	78-79	56	78	52	89	57	52	64	78	73	70
	80-81	43	82	49	94	59	43	58	65	89	69
	82-83	49	71	46	87	49	30	49	77	55	79
1	77-78	4	5	8	1	3	18	0	5	4	5
	78-79	21	2	28	2	12	15	3	15	17	22
	80-81	46	4	14	1	13	7	14	31	6	27
	82-83	34	6	10	9	13	11	18	18	19	7
2	77-78	7	1	6	2	6	10	2	4	5	5
	78-79	4	2	17	3	24	8	5	3	3	3
	80-81	11	13	13	2	17	20	21	4	2	4
	82-83	17	23	13	3	23	19	23	2	21	8
3	77-78	2	4	6	3	5	4	3	7	0	1
	78-79	10	8	3	4	3	14	17	3	3	4
	80-81	1	1	15	1	10	20	6	0	1	0
	82-83	0	0	19	0	14	21	8	2	3	5
4	77-78	3	3	0	0	1	11	0	3	2	0
	78-79	9	11	10	3	5	11	12	1	5	1
	80-81	0	0	9	2	1	11	1	1	3	1
	82-83	0	0	13	1	2	20	2	2	3	1

*0 = no response, 'yes' or 'no', inappropriate or unintelligible response
1 = an accumulation of serious errors *or* one serious error accompanied by one or more minor errors
2 = one serious error *or* an accumulation of minor errors
3 = one or two minor errors
4 = completely correct

TABLE 9 Percents of Students in Each Grade 8 Cohort Receiving Scores of 0 to 9 on the Six Variables Used to Calculate the Fluency Quality, Quantity and Total Scores.

Number of...	Cohort	Student Score									
		0	1	2	3	4	5	6	7	8	9+
Intelligible Clauses	77-78	26	32	26	11	1	3				1
	78-79	20	25	29	12	7	2	4	1		
	80-81	8	26	19	16	16	8	4	3	1	
	82-83	13	17	22	14	15	13	5	1		1
Different Structures	77-78	24	20	22	9	12	7	3	1	1	1
	78-79	17	12	10	18	16	7	8	3	3	6
	80-81	8	21	16	19	9	14	6	4	2	1
	82-83	13	14	22	19	16	10	5	1		1
Clauses Correct in Structure	77-78	29	33	24	9	1	3			1	
	78-79	22	31	26	9	7	3	3	1		
	80-81	15	26	24	14	11	5	5	1		
	82-83	17	21	23	13	9	11	4	1		
Clauses Correct In Morphology	77-78	44	34	15	5	2	1				
	78-79	46	22	21	6	4	2				
	80-81	24	31	20	17	5	2	1	1		
	82-83	41	27	13	13	5		2			
Clauses Correct In Vocabulary	77-78	39	32	19	8	1	1				1
	78-79	36	26	22	9	3	3	2	1		
	80-81	15	31	17	16	11	6	2	2		
	82-83	18	19	22	19	10	10	1	1	1	
Clauses Correct In Pronunciation	77-78	37	35	18	7	3		1			
	78-79	38	29	17	11	3		3			
	80-81	21	27	24	11	6	7	3	2		
	82-83	14	22	24	15	12	7	4	1		1

TABLE 10 Percentage Frequency Distribution of Students' Fluency Quantity, Quality and Total Scores by Grade 8 Cohort.

Score Range	Fluency Scores											
	Quantity				Quality				Total			
	77-78	78-79	80-81	82-83	77-78	78-79	80-81	82-83	77-78	78-79	80-81	82-83
0	26	21	6	13	26	21	6	13	26	21	6	13
1 - 5	3	3	4	1	1	0	0	0	0	0	0	1
6 - 10	26	19	21	15	8	17	9	5	2	2	1	0
11 - 15	11	7	11	12	22	26	40	30	2	5	2	0
16 - 20	17	19	17	14	24	26	31	42	7	4	10	8
21 - 25	3	11	7	14	19	9	11	6	8	10	10	5
26 - 30	8	10	13	8	1	1	1	2	20	11	17	13
31 - 35	2	0	5	6			1	1	10	12	6	8
36 - 40	3	4	6	6		1		0	8	12	12	16
41 - 45		3	2	5			1	0	8	7	12	8
46 - 50		0	6	5				2	7	4	6	8
>50	1	4	3	2					4	12	19	20
Average	12.11	16.12	20.51	20.27	12.13	11.86	15.05	14.76	24.34	28.05	35.61	34.60
N Cases	107	121	105	113	107	121	105	113	107	121	105	113

TABLE 11 Sex, Academic Achievement and Academic Aptitude of the 1977-78, 1978-79, 1980-81 and 1982-83 Grade 8 Students Who Had the 'Standard' French Program and Took the Aural-Oral Test.

Variable		1977-78	1978-79	1980-81	1982-83	ANOVA
Number of Students		103	111	104	106	-
Sex (%)	- Male	50	50	44	41	n.s.
	- Female	50	50	56	59	
Grade 7 CTBS Mean Standard Scores	- Usage	62.6	62.6	62.1	61.5	n.s.
	- Math	61.1	60.9	62.1*	60.1	n.s.
	- Total Average	62.2	61.8	62.5	60.0	n.s.
DTLC Mean IQ		112.0	109.1	110.0	110.0	n.s.

*Only 28 cases.

TABLE 12 Percents of Students in Each Grade 8 Cohort Responding Correctly to Each of the Nine Questions on the Test of 'Aural Comprehension Without Visual Cues'.

Question	% of Students Responding Correctly			
	1977-78	1978-79	1980-81	1982-83
1. Comment s'appelle le président Américain?	47.6	66.7	79.8	79.0
2. Quelle est l'addresse de ton école?	24.3	40.5	51.0	68.6
3. Combien font seize et quatre?	1.9	17.1	36.5	40.0
4. En Quelle saison est Noël?	26.2	36.9	51.9	50.0
5. Est-ce que tu as beaucoup de frères?	13.6	18.0	28.8	47.2
6. Quel âge est-ce que tu as?	28.2	41.4	63.5	75.2
7. Est-ce que ton père est très grand?	17.5	22.5	3.8*	20.0
8. Est-ce qu'il fait froid en été?	35.0	15.3	26.9	53.3
9. À quelle heure est-ce que tu prends ton petit déjeuner?	12.6	33.3	32.7	37.5

*A correct score for this item required that the student translate 'grand' as tall, whereas many students translated it as 'big'. Given current English usage, this requirement is probably too strict. Had 'big' been considered acceptable, the percent correct figure for 1980-81 would be 48.0 instead of 3.8.

TABLE 13 Percent of Students' Responses Rated 0, 1 or 2 For Each of the 7 Questions on the 'Aural Comprehension With Visual Cues' Test, Separately by Grade 8 Cohort.

Question	Cohort	Rating*		
		0	1	2
1. Combien de garcons et de filles est-ce qu'il ya?	77-78	70	20	4
	78-79	61	26	12
	80-81	64	31	6
	82-83	36	38	26
2. Qu'est-ce que la jeune fille porte?	77-78	85	4	11
	78-79	81	6	13
	80-81	69	22	9
	82-83	80	5	15
3. Qu'est-ce que les enfants font ici?	77-78	96	2	2
	78-79	78	9	13
	80-81	80	14	6
	82-83	83	8	9
4. Est-ce la maison est grande?	77-78	35	22	43
	78-79	37	38	25
	80-81	12	57	32
	82-83	10	26	64
5. Où sont les arbres?	77-78	99	1	0
	78-79	87	8	5
	80-81	79	19	2
	82-83	70	21	9
6. Quel temps fait-il?	77-78	62	3	35
	78-29	45	18	37
	80-81	25	20	55
	82-83	24	23	53
7. De quelle couleur est la neige?	77-78	47	36	18
	78-79	32	51	17
	80-81	18	34	48
	82-83	14	37	49

*0 = no response or incorrect
1 = correct but limited answer
2 = correct and phrased in sentence form

TABLE 14 Percents of Students Receiving a Satisfactory Communication Rating for Each of the 11 Items on the Task Completion Test, Separately for the 1977-78, 1978-79, 1980-81 and 1982-83 Grade 8 Students.

Item	% of Students Receiving Satisfactory Rating			
	1977-78	1978-79	1980-81	1982-83
1. Ask me where the washroom is.	31	41	54	46
2. Ask me if I speak French.	55	64	71	72
3. Tell me that there are 15 boys in your class.	26	33	47	53
4. Tell me you have brown shoes.	12	21	14	15
5. Tell me that it's very hot today.	55	52	83	84
6. Ask me if I watch TV.	26	58	74	71
7. Tell me that you don't sing.	48	58	65	76
8. Tell me how old you are.	42	56	78	89
9. Tell me when Christmas is.	24	28	34	55
10. Ask me if my house is small.	35	61	64	81
11. Tell me that you eat a lot.	25	51	64	49

TABLE 15 Percents of 1977-78, 1978-79, 1980-81 and 1982-83 Students Receiving Various Possible Structure Scores for Each of the 11 Items on the Task Completion Test.

Item	Maximum Possible Score	Cohort	Scores Received						
			0	1	2	3	4	5	6
1	4	77-78	47	13	19	5	17		
		78-79	32	14	15	22	17		
		80-81	32	12	11	31	15		
		82-83	23	16	25	14	22		
2	3	77-78	18	23	17	42			
		78-79	13	16	25	46			
		80-81	18	18	32	32			
		82-83	9	23	35	33			
3	6	77-78	27	9	18	18	20	8	0
		78-79	18	8	14	22	22	12	5
		80-81	29	7	12	14	18	16	5
		82-83	6	6	14	20	27	21	6
4	4	77-78	33	37	21	9	0		
		78-79	23	36	27	12	3		
		80-81	44	20	28	8	0		
		82-83	13	37	42	8			
5	4	77-78	26	17	37	18	3		
		78-79	26	21	32	19	3		
		80-81	11	10	38	37	6		
		82-83	3	9	20	46	22		
6	4	77-78	19	31	24	17	8		
		78-79	12	10	17	31	31		
		80-81	13	2	14	35	38		
		82-83	8	12	11	29	41		
7	2	77-78	44	27	29				
		78-79	37	26	37				
		80-81	26	26	48				
		82-83	20	29	51				
8	3	77-78	27	49	9	16			
		78-79	14	31	26	29			
		80-81	14	9	39	39			
		82-83	8	17	38	37			
9	5	77-78	12	23	22	25	16	2	
		78-79	14	14	26	31	14	3	
		80-81	22	11	23	15	23	6	
		82-83	5	10	21	31	25	8	
10	5	77-78	18	19	25	29	8	0	
		78-79	14	7	19	39	16	5	
		80-81	11	8	28	36	14	5	
		82-83	2	1	14	40	37	7	
11	2	77-78	63	32	5				
		78-79	35	38	27				
		80-81	26	29	45				
		82-83	28	39	34				

BEST COPY AVAILABLE

TABLE 16 Percent of London 1977-78, 1978-79, 1980-81 and 1982-83 Students and Carleton Students Responding Correctly to Each Item on the Survey of French Cultural Awareness.

Item	London 77-78 (N=264)	London 78-79 (N=214)	London 80-81 (N=284)	London 82-83 (N=179)	Carleton (N-250)
Items Pertaining to France:					
28. Bastille Day	60	68	67	64	70
6. Caviar	28	23	28	26	22
17. Tour de France	48	41	55	77	60
24. Champs Elysées	49	46	55	39	40
21. President	17	17	20	16	21
Average Percent	*40.4*	*39.0*	*45.0*	*44.4*	*42.6*
International French					
16. Language for 80 Million	24	21	25	32	22
18. Second Language - Algeria	24	25	24	19	23
4. La Marseillaise - St. Pierre	33	23	35	34	32
Average Percent	*27.0*	*23.0*	*28.0*	*28.3*	*25.7*
Canada: Non-Quebec					
3. % Francophone Canadians	52	50	59	53	51
8. St. Boniface	30	32	41	34	29
1. French Newspapers	44	44	41	54	91
30. War 1750's & 60's (7 Year)	43	49	52	49	49
25. Acadians	43	40	45	44	48
Average Percent	*42.4*	*43.0*	*45.6*	*46.8*	*53.6*
Canada: Quebec					
7. Quebec - Asbestos	53	59	47	44	50
2. French Greeting	48	56	53	39	30
5. St. Jean Baptiste	53	52	50	48	72
15. Grade 8 - Last Elementary Grade	36	37	38	45	26
22. Felix Leclerc - Chansonnier	26	23	29	31	28
23. Woven Sash - Dancing	43	47	52	47	38
29. Dollard des Ormeaux	23	17	23	12	26
20. Pork Pie	46	56	50	26	45
19. Felix Leclerc - Song Writer	38	31	38	44	22
26. René Levesque	78	82	78	73	88
27. Father, Family Blessing	71	67	70	74	66
9. CEGEP	39	46	46	51	42
10. St. Catharine's Day	29	28	26	33	26
11. Quebec - Farm Fields	65	60	62	56	54
12. Winter Sports Carnival	87	90	91	94	83
13. Gabrielle Roy	26	27	28	17	23
14. Wood Carving	35	39	45	45	42
Average Percent	*46.8*	*48.1*	*49.2*	*45.8*	*44.8*
Mean Number of Items Correct (30)	*12.87*	*12.86*	*13.27*	*13.18*	*13.70*

TABLE 17 Mean Scores on Three Attitude Scales for the Grade 8 Classes of 1977-78, 1978-79, 1980-81 and 1982-83 and Grade 7 Students in a National Sample.

Attitude Scale	Group					ANOVA London Samples
	National Sample Grade 7	London Grade 8 1977-78	London Grade 8 1978-79	London Grade 8 1980-81	London Grade 8 1982-83	
Attitude Toward Learning French	44.9	39.8	41.6	41.9	44.4	<.03
Attitude Toward French Canadians	45.8	43.5	43.4	46.2	45.4	<.01
French Class Anxiety	20.1	20.1	18.9	18.5	17.5	<.01

BEST COPY AVAILABLE

TABLE 18 Summary of Average Test Scores for the Grade 8 Classes of 1977-78, 1978-79, 1980-81 and 1982-83.

Tests	Mean Scores (Cohort) 77-78	78-79	80-81	82-83	Diff. Between 77-78 & 82-83 Means in.... Raw Score Units	S.D. Units	ANOVA or ANCOVA Test (4 cohorts)
Reading	22.23	26.06	26.80*	(11.15)	4.57	.83	<.01
Listening	15.99	18.05	17.26	18.43	2.44	.53	<.01
Speaking:							
- Pronunciation	17.85	16.72	17.57	19.27	1.42	.38	<.01
- Structural Control	3.30	7.31	6.55	7.92	4.62	.78	<.01
- Fluency: Quantity	12.11	16.12	20.51	20.27	8.46	.58	<.01
Quality	12.13	11.89	15.05	14.76	2.63	.34	<.01
Total	24.34	28.07	35.61	34.60	10.26	.53	<.01
Aural-Oral:							
Aural Comprehension:							
- Without Visual Cues	2.09	2.92	3.75	4.67	2.58	1.07	<.01
- With Visual Cues	3.16	3.99	5.10	6.02	2.86	.94	<.01
Task Completion:							
- Communication	3.84	5.27	6.64	6.85	3.01	.96	<.01
- Structure	16.04	20.38	21.95	24.76	8.72	.99	<.01
Cultural Awareness	12.87	12.86	13.27	13.18	.31	.09	n.s.
Attitudes:							
Toward French Canadians	43.5	43.4	46.2	45.4	1.9	.17	<.01
To Learning French	39.8	41.6	41.9	44.4	4.6	.26	<.03
French Class Anxiety	20.1	18.9	18.5	17.5	-2.6	.36	<.01

*Adjusted Means; 82-83 Cohort not included in ANOVA test because they took a different test.

APPENDIX A

Percents of Students Giving Each Response to Each Item of the IEA Reading Test for the Grade 8 Student Samples of 1977-78, 1978-79, 1980-81 and 1982-83.

Item	1977-78 Response*				1978-79 Response				1980-81 Response				1982-83** Response			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	9.9	10.6	*53.6*	25.2	5.7	3.4	*75.4*	15.4	2.7	5.4	*81.1*	10.8	11.3	20.6	13.4	*53.6*
2	6.7	16.7	12.7	*64.0*	8.6	10.9	4.6	*76.0*	13.5	7.2	2.7	*76.6*	16.3	9.2	11.2	*63.3*
3	*59.6*	23.2	2.6	14.6	*97.7*	1.7	0.6	0.0	*97.3*	1.8	0.0	0.9	21.6	*41.2*	26.8	10.3
4	21.3	5.3	*64.7*	8.7	9.7	6.3	*79.4*	4.6	8.1	2.7	*84.7*	4.5	20.6	19.6	*40.2*	19.6
5	14.8	*67.8*	13.4	4.0	9.7	*74.9*	14.3	1.1	6.3	*88.3*	5.4	0.0	17.3	*14.3*	43.9	24.5
6	3.9	*82.9*	0.7	12.5	1.1	*95.5*	0.6	2.8	0.0	*99.1*	0.0	0.9	46.4	11.3	26.8	*15.5*
7	8.0	26.0	27.3	*38.7*	1.7	10.2	16.5	*71.6*	0.9	10.8	16.2	*72.1*	*15.3*	49.0	11.2	23.5
8	*86.2*	4.6	7.9	1.3	*93.2*	0.6	6.3	0.0	*96.4*	1.8	1.8	0.0	28.6	*12.2*	40.8	17.3
9	*34.4*	16.6	15.9	33.1	*23.1*	21.4	19.1	36.4	*47.7*	12.6	15.3	24.3	16.3	*61.2*	9.2	13.3
10	*53.4*	8.8	21.6	16.2	*68.4*	8.8	15.2	7.6	*77.3*	6.4	12.7	3.6	16.5	*29.9*	20.6	33.0
11	17.6	*64.2*	12.8	5.4	13.2	*69.0*	6.3	11.5	24.5	*62.7*	3.6	9.1	25.5	51.0	12.2	*11.2*
12	*54.4*	13.4	6.0	26.2	*77.1*	4.0	5.1	13.7	*83.6*	6.4	3.6	6.4	*20.6*	8.2	25.8	45.4
13	*51.0*	11.3	9.3	28.5	*74.4*	0.0	4.5	21.0	*90.1*	0.9	2.7	6.3	17.3	15.3	*43.9*	23.5
14	6.6	9.3	*78.8*	5.3	2.8	17.0	*73.9*	6.3	1.8	7.2	*85.6*	5.4	34.0	25.8	*25.8*	14.4
15	*54.2*	16.7	9.7	19.4	*72.8*	11.6	6.9	8.7	*80.9*	7.3	2.7	9.1	8.2	*30.6*	10.2	51.0
16	9.3	*78.8*	4.0	7.9	5.1	*92.0*	0.6	2.3	9.0	*84.7*	0.9	5.4	14.6	31.3	*16.7*	37.5
17	*70.2*	6.6	5.3	17.9	*71.8*	4.6	13.2	10.3	*80.9*	2.7	7.3	9.1	*32.0*	25.8	21.6	20.6
18	4.0	*85.3*	6.0	4.7	2.3	*92.6*	2.8	2.3	1.8	*96.4*	1.8	0.0	26.0	*27.1*	18.8	28.1
19	11.4	18.1	19.5	*51.0*	3.5	11.6	28.9	*56.1*	3.6	7.3	30.0	*59.1*	29.9	15.5	19.6	*35.1*
20	17.4	8.7	14.8	*59.1*	5.7	4.6	11.4	*78.3*	2.7	4.5	8.2	*84.5*	*32.0*	9.3	25.8	33.0

**Italicized figures are those for the correct response.*

***Note: 1982-83 students took the IEA Population II Reading Test.*

Continued --

BEST COPY AVAILABLE

APPENDIX A - Continued

Item	1977-78 Response				1978-79 Response				1980-81 Response				1982-83 Response			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
21	5.3	*64.7*	6.0	24.0	3.4	*80.7*	3.4	12.5	4.5	*79.3*	2.7	13.5	14.4	*19.6*	18.6	47.4
22	39.7	13.2	3.3	*43.7*	14.9	10.3	2.9	*72.0*	18.9	8.1	3.6	*69.4*	10.2	16.3	*59.2*	14.3
23	17.2	*73.5*	4.0	5.3	9.2	*85.1*	3.4	2.3	6.3	*92.8*	0.9	0.0	7.1	30.6	*31.6*	30.6
24	*76.2*	12.6	7.9	3.3	*83.9*	10.3	3.4	2.3	*87.4*	7.2	4.5	0.9	22.4	21.4	26.5	*29.6*
25	1.3	2.0	3.3	*93.4*	3.4	3.4	1.1	*92.0*	3.6	6.3	0.9	*89.2*	*22.7*	25.8	21.6	29.9
26	30.5	14.6	*47.7*	7.3	15.7	11.0	*59.9*	13.4	12.7	2.7	*80.0*	4.5	22.9	*55.2*	20.8	1.0
27	43.2	4.7	*45.3*	6.8	21.0	3.4	*70.5*	5.1	18.0	2.7	*75.7*	3.6	15.8	*45.3*	21.1	17.9
28	4.6	21.9	5.3	*68.2*	3.4	21.1	0.6	*74.9*	0.9	20.0	0.0	*79.1*	15.8	11.6	*64.2*	8.4
29	*55.7*	13.4	3.4	27.5	*63.4*	8.6	2.9	25.1	*77.3*	4.5	0.9	17.3	25.5	19.1	*33.0*	22.3
30	3.3	*56.0*	14.0	26.7	0.6	*69.9*	10.8	18.8	0.0	*74.8*	9.0	16.2	16.0	21.3	*31.9*	30.9
31	9.3	*56.7*	10.7	23.3	1.1	*53.4*	3.4	42.0	1.8	*54.1*	2.7	41.4	*24.5*	25.5	28.7	21.3
32	*60.8*	4.1	18.2	16.9	*78.9*	3.4	12.0	5.7	*77.5*	2.7	11.7	8.1	37.9	*14.7*	26.3	21.1
33	22.8	*40.9*	7.4	28.9	10.3	*56.6*	5.1	28.0	9.0	*67.6*	0.0	23.4	*18.1*	29.8	36.2	14.9
34	10.0	4.7	12.7	*72.7*	4.5	3.4	4.0	*88.1*	0.9	5.5	0.9	*92.7*	*25.8*	32.3	22.6	19.4
35	8.3	33.1	24.1	*34.5*	9.2	17.9	16.2	*56.6*	11.7	12.6	10.8	*64.9*	20.2	21.3	*28.7*	29.8

BEST COPY AVAILABLE

APPENDIX B

Percents of Students Giving Each Response to Each Item of the IEA Listening Test for the Grade 8 Student Samples of 1977-78, 1978-79, 1980-81 and 1982-83.

Item	1977-78 Response*				1978-79 Response				1980-81 Response				1982-83 Response			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
1	21.8	8.9	*65.7*	3.7	15.0	9.1	*73.0*	2.9	18.4	5.2	*72.8*	3.6	13.9	4.1	*78.9*	3.1
2	2.6	16.3	47.0	*34.1*	0.7	15.0	36.9	*47.4*	6.5	17.8	31.7	*44.0*	3.4	12.6	16.0	*68.0*
3	*30.0*	33.7	13.7	22.6	*24.7*	40.6	5.2	29.5	*29.9*	31.8	4.2	34.1	*41.9*	32.9	5.5	19.7
4	8.9	6.3	18.1	*66.7*	4.7	6.2	17.5	*71.6*	2.3	5.8	19.4	*72.5*	7.2	7.2	11.9	*73.7*
5	33.2	*20.1*	28.7	17.9	33.5	*24.6*	22.8	19.1	28.7	*28.7*	27.7	15.2	36.4	*28.7*	17.8	17.1
6	8.1	29.3	*40.0*	22.6	8.8	21.2	*39.2*	30.8	10.4	18.9	*36.2*	34.5	11.4	17.2	*31.7*	39.3
7	15.1	11.1	*66.1*	7.7	9.8	5.5	*79.3*	5.5	5.2	2.6	*87.0*	5.2	5.1	3.4	*89.1*	2.4
8	51.5	*25.9*	9.3	13.3	46.4	*26.6*	7.7	19.3	42.0	*40.1*	5.5	12.4	30.5	*52.4*	6.5	10.6
9	8.5	46.9	20.7	*24.0*	7.3	43.1	16.4	*33.2*	3.3	53.7	13.4	*29.6*	6.9	32.5	16.3	*44.3*
10	11.8	44.3	10.3	*33.6*	4.7	49.1	8.4	*37.8*	8.2	39.1	8.9	*43.8*	6.6	43.8	5.6	*44.1*
11	8.9	23.7	36.3	*31.1*	6.6	30.3	27.7	*35.4*	11.7	19.8	34.4	*34.1*	10.0	29.6	27.8	*32.6*
12	10.5	20.6	27.3	*41.6*	16.0	21.6	24.5	*37.9*	21.4	22.4	18.4	*37.8*	23.3	23.6	16.0	*37.2*
13	10.5	17.3	*57.9*	14.3	9.9	20.4	*54.0*	15.7	7.6	22.1	*51.2*	19.1	8.0	17.6	*59.9*	14.5
14	38.1	11.9	*19.3*	30.7	58.0	15.3	*15.3*	11.3	47.7	17.1	*22.9*	12.3	55.4	8.8	*23.1*	12.6
15	21.2	*46.1*	19.3	13.4	24.5	*41.4*	20.5	13.6	21.4	*34.7*	33.4	10.4	21.6	*28.8*	37.3	12.3
16	*84.5*	7.4	4.4	3.7	*84.3*	7.7	5.1	2.9	*86.7*	5.5	5.2	2.6	*88.7*	6.8	2.1	2.4
17	*27.0*	9.3	36.7	27.0	*34.3*	5.8	42.0	17.9	*44.7*	4.5	39.5	11.3	*42.7*	1.4	47.8	8.2
18	4.8	34.8	6.7	*53.7*	2.9	29.1	2.2	*65.8*	1.6	30.2	4.2	*64.0*	1.0	33.2	2.1	*63.7*
19	10.0	*67.2*	11.8	11.1	6.2	*73.8*	6.2	13.8	8.4	*65.5*	17.1	9.0	4.8	*65.4*	12.3	17.5
20	24.9	8.9	20.4	*45.7*	18.1	11.1	15.2	*55.6*	33.7	8.8	20.3	*37.3*	28.2	7.3	14.6	*49.8*

**Italicized figures are those for the correct response.*

Continued --

BEST COPY AVAILABLE

APPENDIX B - Continued

Item	1977-78 Response				1978-79 Response				1980-81 Response				1982-83 Response			
	A	B	C	D	A	B	C	D	A	B	C	D	A	B	C	D
21	5.9	24.2	*69.9*	0.0	6.2	16.7	*76.0*	1.1	12.4	19.2	*67.4*	1.0	10.0	22.1	*67.2*	.7
22	2.6	*84.1*	3.0	10.4	0.4	*92.0*	0.4	7.3	1.0	*88.4*	0.3	10.3	.7	*90.8*	1.4	7.1
23	29.6	15.4	16.1	*39.0*	24.1	8.0	15.7	*52.2*	20.7	16.2	20.1	*43.0*	24.1	13.1	15.5	*47.4*
24	6.7	8.5	*75.6*	9.3	10.9	3.3	*78.1*	7.7	12.3	8.8	*69.8*	9.1	13.7	10.2	*68.6*	7.5
25	19.4	*23.5*	16.8	40.3	8.8	*35.3*	11.0	44.9	17.7	*21.6*	13.9	46.8	18.2	*19.2*	18.9	43.6
26	9.3	*55.2*	13.7	21.9	13.9	*58.6*	11.0	16.5	12.4	*56.4*	11.1	20.2	12.6	*61.1*	9.2	17.1
27	*59.3*	14.8	23.0	3.0	*58.2*	19.6	18.9	3.3	*59.3*	18.2	17.6	4.9	*60.0*	13.8	18.3	7.9
28	55.8	4.5	*30.9*	8.9	30.2	9.1	*54.2*	6.5	45.0	8.1	*40.5*	6.5	36.1	9.5	*41.2*	13.3
29	*39.4*	33.5	12.6	14.5	*50.4*	35.0	9.9	4.7	*46.0*	38.5	10.4	5.2	*46.4*	41.3	8.5	3.8
30	4.9	29.2	*44.6*	21.3	7.1	20.1	*54.1*	18.7	10.1	24.8	*45.3*	19.9	8.2	30.2	*46.0*	15.5
31	17.6	10.5	*51.3*	20.6	12.0	4.7	*65.5*	17.8	21.4	9.4	*51.0*	18.2	11.0	5.8	*75.0*	8.2
32	22.8	*25.5*	12.0	39.7	19.3	*36.4*	5.8	38.5	11.7	*37.3*	8.8	42.2	10.7	*44.5*	6.9	37.9
33	40.8	*19.5*	21.3	18.4	24.1	*29.6*	14.6	31.8	27.9	*27.6*	15.3	29.2	37.5	*21.9*	15.3	25.3
34	4.4	10.0	*82.6*	3.0	3.6	5.8	*87.3*	3.3	2.9	4.5	*90.3*	2.3	1.4	3.4	*93.8*	1.4
35	*28.6*	17.3	34.2	19.9	*32.6*	12.6	33.0	21.9	*31.2*	7.1	46.1	15.6	*33.7*	10.3	33.0	23.0

BEST COPY AVAILABLE

APPENDIX C

Percent of 1977-78, 1978-79, 1980-81 and 1982-83 Grade 8 Students Correctly Reproducing Each Element of the IEA Pronunciation Test.

Item	Element Assessed	% Correct			
		77-78	78-79	80-81	82-83
4. Tout est fini.	1. (u)	97	99	77	96
	2. (i)	89	88	88	92
5. La nuit est tombée.	3. (yi)	49	48	28	26
	4. (e)	54	66	71	79
6. J'ai lu ce livre.	5. (y)	78	69	78	53
	6. (i)	96	97	93	98
7. Tu attends le train?	7. (ã)	70	84	83	88
	8. (tr)	74	58	73	87
8. Elle a deux bébés.	9. (ø)	65	46	44	51
	10. (e)	54	55	65	80
9. Donne-lui un peu d'eau.	11. (0)	53	55	44	71
10. Elle a des oeufs.	12. (ø)	44	71	88	70
11. Reviens en été.	13. (r)	82	40	62	78
	14. (liaison)	45	37	31	64
12. Voyons, c'est très beau.	15. (0)	31	33	38	75
13. C'est difficile pour les filles.	16. (l)	19	23	23	61
	17. (j)	21	27	18	35
14. On sonne.	18. (õ)	86	58	52	46
	19. (ɔn)	77	65	83	88
15. Elle a de petites mains.	20. (t)	73	63	71	54
	21. (ẽ)	61	55	73	71
16. Le garçon écrit sur le mur.	22. (õ)	81	75	90	94
	23. (y)	8	16	29	23
17. Pour lui, c'est tard.	24. (r)	73	31	52	56
	25. (r)	39	26	75	79
18. C'est fort, mais c'est bon!	26. (ɔ)	65	51	58	38
	27. (õ)	51	83	38	21
19. Elles servent la soupe.	28. (v)	49	54	39	62
	29. (p)	86	89	92	94

APPENDIX D

Percents of Students in the Grade 8 Classes of 1977-78, 1978-79, 1980-81 and 1982-83 'Agreeing' With the Five Items Making Up the French Class Anxiety Scale.

Item	1977-78 Percent*			1978-79 Percent			1980-81 Percent			1982-83 Percent		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
2 I am afraid other students will laugh at me when I speak French.	26	18	56	22	20	59	24	12	64	21	16	63
7 I never feel quite sure of myself when I am speaking in our French class.	68	10	22	58	12	30	56	9	36	50	11	39
11 It embarrasses me to volunteer answers in our French class.	22	16	63	20	16	64	21	10	68	21	8	71
15 I always feel that other students speak French better than I do.	60	17	25	57	15	28	53	15	32	45	20	35
19 I get nervous and confused when I am speaking in my French class.	45	17	38	45	7	48	48	8	44	38	11	51

*% Agree = % Stongly Agree + % Moderately Agree + % Slightly Agree
% Disagree = % Strongly Disagree + % Moderately Disagree + % Slightly Disagree

APPENDIX E

Percents of Students in the Grade 8 Classes of 1977-78, 1978-79, 1980-81 and 1982-83 'Agreeing' With the Ten Items Making Up The Attitude Toward Learning French Scale.

Item	1977-78 Percent			1978-79 Percent			1980-81 Percent			1982-83 Percent		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
1 French is an important part of the school programme.	59	11	30	63	11	26	63	7	30	71	10	19
4 I would rather spend my time on subjects other than French.	59	18	23	57	19	24	60	13	27	58	11	31
5 I really enjoy learning French.	38	14	48	43	14	43	51	9	40	50	15	35
8 Learning French is a waste of time.	19	13	68	25	9	66	20	9	72	16	7	77
9 I plan to learn as much French as possible.	45	12	43	52	12	36	49	9	43	54	11	35
12 I think that learning French is dull.	39	15	47	42	9	49	43	10	48	35	12	53
14 I love learning French.	24	14	62	32	14	54	36	14	51	40	15	45
17 I hate French.	40	9	52	40	6	53	33	9	59	26	7	67
22 Learning French is really great.	34	14	52	41	13	46	46	13	42	49	11	40
24 When I leave school, I shall give up the study of French entirely because I am not interested in it.	37	16	47	36	11	54	40	10	50	29	9	62

BEST COPY AVAILABLE

APPENDIX F

Percents of Students in the Grade 8 Classes of 1977-78, 1978-79, 1980-81 and 1982-83 'Agreeing' With the Ten Items Making Up the Attitude Toward French Canadians Scale.

Item	1977-78 Percent			1978-79 Percent			1980-81 Percent			1982-83 Percent		
	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree	Agree	Neutral	Disagree
3 Some of our best citizens are of French-Canadian descent.	34	39	27	38	37	25	38	45	17	34	47	19
6 I would like to know more French Canadians.	32	33	35	33	35	32	34	38	29	36	29	35
10 If Canada should lose the French culture of Quebec, it would indeed be a great loss.	60	16	24	56	22	22	63	19	18	59	19	22
13 French Canadians add a distinctive flavour to the Canadian culture.	51	26	23	51	32	18	62	29	10	63	27	10
16 French Canadians have preserved much of the beauty of the old Canadian folkways.	51	34	15	51	34	16	54	36	10	48	40	12
18 The French-Canadian heritage is an important part of our Canadian identity.	57	26	17	55	28	17	61	30	10	61	26	13
20 French Canadians are a very sociable, warm-hearted and creative people.	35	46	19	36	40	24	39	48	13	40	45	15
21 The more I get to know the French Canadians, the more I want to be fluent in their language.	31	30	39	32	31	37	37	30	33	40	28	32
23 Most French Canadians are so friendly and easy to get along with that Canada is fortunate to have them.	30	41	30	31	34	35	37	37	26	33	42	25
25 English Canadians should make a greater effort to learn the French language.	52	17	31	54	15	32	57	18	26	57	18	25

BEST COPY AVAILABLE